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## Psychological behavior as preferred by female athletes of different team games

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### Abstract

Effective leaders must do more than just lead, they need to inspire the team want to work cohesively to solve problems and achieve goals. The purpose of the study was to analyze the leadership behavior among female athletes of different team games. 160 female athletes were purposively selected from each team games i.e., Basketball-40, Football-40, Volleyball-40 & Hockey-40, age ranged 17-25 years with mean and standard deviation (19.45 + 3.02) from four different regions (Gwalior, Bhopal, Indore, and Jabalpur) of Madhya Pradesh, India, who at least all India inter university participated. Leadership Scale for Sports (LSS) was used made up of 40 items that are divided into 5 subscales i.e., Instructional (training) behavior, Democratic behavior, Autocratic behavior, Social support behavior, and Rewarding behavior (in the form of positive feedback given). One-way analysis of variance (ANOVA) was used at 0.05 level of significance. The calculated F value of two sub-factors of LSS found significant i.e. social support(SS) and rewarding behavior (RD) were 6.957 and 6.927 which were greater than tabulated F value (3,156) df at 0.05 level of significance. As a combined concept of Leadership behavior among team games researchers got to know that perceptions of team and individual success, as well as starter/nonstarter playing status, were also related to perceptions of coaching behaviors and/or team cohesion, while offensive and defensive positions were not related to these constructs (Westre & Weiss, 2009).

**Keywords:** Leadership behavior, team games, democratic behavior, autocratic behavior

### Introduction

Leadership is a fundamental aspect of sports performance, particularly within team sport environments. Leadership, by its very nature, is applicable across a wide range of domains and contexts. This, has, in turn, led to a broad spectrum of leadership definitions. For example, Barrow (1977,p.232) defined leadership as “the behavioral process of influencing individuals and groups toward set goals,” whereas Gray (2004, p. 76) adopted a slightly different approach suggesting that leadership is knowing what should be done and influencing others to cooperate in doing it. Athlete’s leadership has been defined more specifically as an athlete occupying a formal or informal role within a team who influences a group of team members to achieve a common goal.

Effective leadership in sports results from the application of various roles and styles to meet athlete’s needs and to reach the team’s objectives. It is necessary for coaches to pay attention not only to performance of athletic skills but also to mental skills of individuals and the team. Therefore, paying attention to individual and group processes or the needs of individual athletes and the team seems necessary and is a part of coach’s efficiency. Consistent research on coach’s leadership style can help ameliorate his/her performance. Effective assessment of coach’s leadership style proves very effective in bringing about athlete’s satisfaction as well as their good performance. As a result, coach’s behavior can have important and determining role in athlete’s success and satisfaction. The LSS is a sport-specific instrument which was designed to measure the athletes’ perceptions of their coaches’ leadership style according to five dimensions: training and instruction, autocratic behavior, democratic behavior, social support behavior, and positive feedback behavior. The five dimensions of coaches’ leadership style, as measured by the LSS, coaches who score high on the training and instruction factor would be those coaches who exhibit high frequencies of behavior which are centered around performance improvement.

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Thus, these coaches emphasize and facilitate training (i.e., maximize use of practice time, select good drills and instructional activities) and instruction (i.e., teaching skills, coordinating roles and working relationships between team members). The two dimensions of autocratic and democratic behaviors describe coaches' decision-making styles. Coaches who score high on the democratic scale are perceived to allow their athletes to participate in team decisions while coaches scoring high on the autocratic scale are those who make all team decisions and who stress their own authority in dealing with individual athletes. High scores on the positive feedback dimension describe coaches who provide high frequencies of praise or other rewarding behavior to athletes after good performances while high scores on the social support factor describe coaches who emphasize a warm and caring relationship with individual athletes outside of the athletic context. The LSS has been used in a fairly large number of studies designed to assess the degree to which the five leadership style dimensions are related to athletes' performance and psychological responses. (Chelladurai & Saleh, 1980)

## Materials and Methods

### Selection of the Subjects

To serve the purpose of the study, 160 female athletes were purposively selected from each team games i.e., Basketball-40, Football-40, Volleyball-40 & Hockey-40, age ranged 17-25 years with mean and standard deviation ( $19.45 \pm 3.02$ ) from four different regions (Gwalior, Bhopal, Indore, and Jabalpur) of Madhya Pradesh, India, who at least all India inter university participated.

### Selection of the Variables

According to the discussion with experts, feasibility, criteria, availability of instruments, equipment and relevance of the present study Leadership behavior was used.

## Criterion Measures

**Leadership behavior:** Leadership Scale for Sports has been used in a variety of contexts to measure leadership in sport and the relationship between leadership and other variables.

### Leadership Scale for Sports (LSS)

A scale developed to measure leadership behaviors of sport coaches. It includes the coaches' perceptions of their own behavior, the athlete's preferences for specific behaviors, and the athlete's perceptions of the coaches' behavior. The Leadership Scale for Sports (LSS) is a questionnaire made up of 40 items that are divided into 5 subscales i.e.

1. Instructional (training) behavior,
2. Democratic behavior,
3. Autocratic behavior,
4. Social support behavior, and
5. Rewarding behavior (in the form of positive feedback given).

### Administration of Questionnaire and Collection of Data

The questionnaires were administered to the participants whose level was All India Inter- University participated. Before administering the questionnaire, all the necessary information regarding the questionnaire was given to the participants and doubts has cleared by the research scholar. The questionnaire has filled up by the subjects once only. After the successful completing the test, all the data collected was analyzed to draw a conclusion with regard to the hypothesis.

### Statistical Procedure

In order to examine the hypothesis of the study, descriptive statistics such as mean, standard deviation and comparative statistics such as One-way analysis of variance (ANOVA) was used at 0.05 level of significance. SPSS 20 was used.

### Analysis of Data

**Table 1:** Descriptive Statistics of Different Team Games in Inter-University Level Female Players in leadership behavior

Variables	Team Games	N	Mean	SD	Std. Error
TB	Basketball	40	26.88	8.11	1.28
	Hockey	40	24.13	8.87	1.4
	Football	40	26.03	6.52	1.03
	Volleyball	40	28.2	10.9	1.72
	Total	160	26.31	8.79	0.69
AB	Basketball	40	13.68	4.55	0.72
	Hockey	40	14.5	8.49	1.34
	Football	40	14.5	4.34	0.69
	Volleyball	40	15.68	4.12	0.65
	Total	160	14.59	5.66	0.45
DB	Basketball	40	18.85	5.2	0.82
	Hockey	40	18	5.87	0.93
	Football	40	19.1	5.77	0.91
	Volleyball	40	20.58	8.16	1.29
	Total	160	19.13	6.36	0.5
SS	Basketball	40	19.6	5.67	0.9
	Hockey	40	15.2	5.25	0.83
	Football	40	20.65	5.62	0.89
	Volleyball	40	19.53	6.57	1.04
	Total	160	18.74	6.11	0.48
RB	Basketball	40	9.78	3.75	0.59
	Hockey	40	6.75	3.28	0.52
	Football	40	11	5.75	0.91
	Volleyball	40	11.65	7.16	1.13
	Total	160	9.79	5.51	0.44

Table 1 shows The mean and standard deviation of leadership behaviour (LSS) with sub scales i.e., Training behaviour, Autocratic Behavior, Democratic Behavior, Social Support, Rewarding Behavior are  $26.31 \pm 8.79$ ,  $14.59 \pm 5.66$ ,  $19.13 \pm$

$6.36$ ,  $18.74 \pm 6.11$ ,  $9.79 \pm 5.51$  respectively among female athletes from 4 different team games (basketball, football, hockey & volleyball).

**Table 2:** One Way ANOVA for the data on all sub-scales of Leadership Behavior

Factors	Variance	Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	349.87	3	116.62	1.53	0.21
TB	Within Groups	11922.1	156	76.42		
	Total	12272	159			
AB	Between Groups	81.23	3	27.08	0.84	0.47
	Within Groups	5017.55	156	32.16		
	Total	5098.78	159			
DB	Between Groups	137.77	3	45.92	1.14	0.34
	Within Groups	6290.48	156	40.32		
	Total	6428.24	159			
SS	Between Groups	701.42	3	233.81	6.96	.00*
	Within Groups	5243.08	156	33.61		
	Total	5944.49	159			
RD	Between Groups	566.62	3	188.87	6.93	.00*
	Within Groups	4253.58	156	27.27		
	Total	4820.19	159			

\* Significant at 0.05 level  $F_{.05}(3, 156) = 2.68$

Table 2 shows that leadership behaviour (LSS) found significant among different team games. The calculated F value of two sub-factors of LSS found significant i.e. social

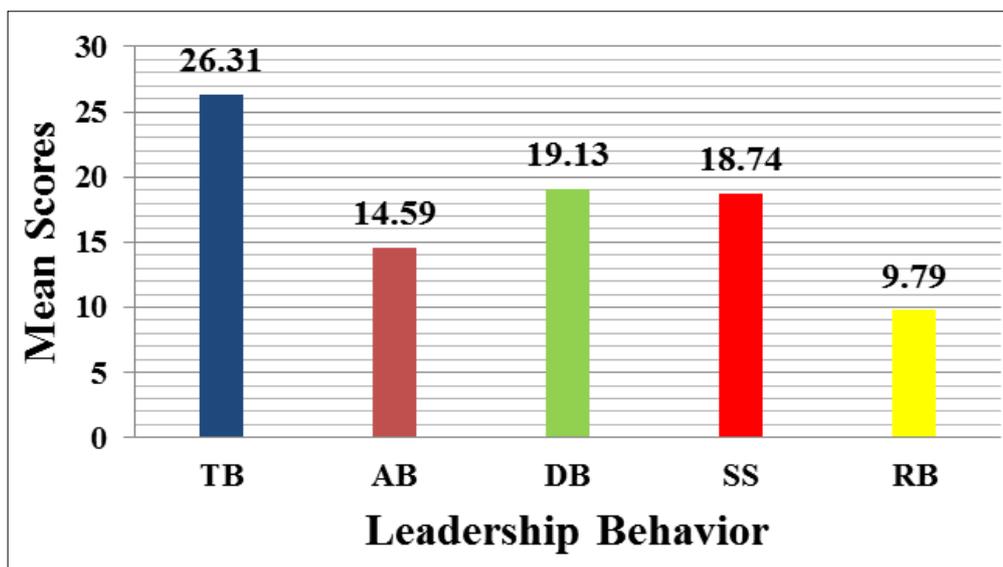
support(SS) and rewarding behavior (RD) were 6.957 and 6.927 which were greater than tabulated F value (3,156) df at 0.05 level of significance.

**Table 3:** Post Hoc Comparison among Different Team Games for the Data on Leadership Behavior

Dependent variable	(I) Team Games	(J) Team Games	Mean Difference (I-J)	Std. Error	Sig.
SS	Basketball	Hockey	4.40*	1.3	.001*
		Football	-5.45*	1.3	.000*
	Hockey	Volleyball	-4.32*	1.3	.001*
RB	Hockey	Football	-4.25*	1.17	.000*
		Volleyball	-4.90*	1.17	.000*

Since f value is significant the post hoc test needs to be applied for comparing means of groups. In leadership behavior (LSS) the sub factors i.e., social support and rewarding behavior found significant. Now in case of social support it can be seen that difference between basketball and hockey is significant as the p- value for mean difference is 0.00 which is less than 0.05; also difference between hockey

and football is significant as the p- value for mean difference is 0.00 which is less than 0.05 and difference between hockey and volleyball is significant as the p- value for mean difference is 0.00 which is less than 0.05. However, there is no significant difference between the means of basketball and football; basketball and volleyball and football and volleyball.



**Fig 1:** Descriptive Statistics of Different Team Games in Inter- University Level Female Athletes in Leadership Behavior (LSS)

### Discussion and Findings

In case of rewarding behavior it can be seen that difference between basketball and hockey is significant as the p- value for mean difference is 0.01 which is less than 0.05; also difference between hockey and football is significant as the p- value for mean difference is 0.00 which is less than 0.05 and difference between hockey and volleyball is significant as the p- value for mean difference is 0.00 which is less than 0.05. However, there is no difference between the means of basketball and football; basketball and volleyball and football and volleyball.

There was found significant difference in two sub-factor namely social support, and rewarding behavior among all the four team games (football, volleyball, hockey, and basketball) in leadership behavior. The data indicates that football possess higher social support rather than other team games, this can be attributed that Combative sports athletes preferred and perceived more autocratic, social support, and positive feedback behaviours from their coaches than individual sports athletes. (Sharma & Shrivastava, 2016) <sup>[5]</sup>, another reason could be that defensive football players preferred and perceived greater amounts of democratic behaviour, autocratic behaviour, and social support than did offensive players (Riemer and Chelladurai, 1995).

On the other hand, volleyball has higher rewarding behavior than other team games which could lied on athletes consistently preferred coached who often display training behavior and rewarding behavior, occasionally display democratic behavior and social support behavior and seldom display autocratic behavior (Terry, 2005).

As a combined concept of Leadership behavior among team games researchers got to know that perceptions of team and individual success, as well as starter/nonstarter playing status, were also related to perceptions of coaching behaviours and/or team cohesion, while offensive and defensive positions were not related to these constructs (Westre & Weiss, 2009).

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